

DOCUMENT RESUME

ED 405 453

CE 067 209

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TITLE VITAL & the KNFEA: Adult Literacy in Print-Rich and Print-Poor Environments.
PUB DATE 94
NOTE 49p.; Appendixes E and G not in copy recieved by ERIC.
PUB TYPE Reports - Research/Technical (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Comparative Education; Developing Nations; Environmental Influences; Foreign Countries; *Instructional Materials; *Literacy Education; Program Implementation; *Teaching Methods
IDENTIFIERS *Indiana (Monroe County); *Papua New Guinea

ABSTRACT

A study compared and contrasted two adult literacy programs. The first, in Monroe County, Indiana, designated as a "print-rich" environment, is called Volunteers in Tutoring Adult Learners (VITAL); and the second, in the Western Highlands Province of Papua New Guinea (PNG), designated a "print-poor" environment is called Kaugel Non-Formal Education Association (KNFEA). The two situations have several features in common: they are community-based programs, they rely upon minimally trained tutors as instructors, they have been operating continuously since their inception, they owe a debt to outside assistance, and in their contexts both are innovative. The differences between the programs, however, are more dramatic. The people of Monroe County live in a society that greatly values literacy, an environment in which everyone is surrounded by printed material, and where nonliterate people are greatly disadvantaged. The people of PNG, on the other hand, live in a society where most people have not as yet accepted literacy as a community value, where there is little stigma attached to being nonliterate, and where there are few print resources. The Monroe County program has a wealth of adult literacy education materials from which to choose; students can be taught using materials that fit their interests. The PNG program uses mostly learner-written and produced booklets for teaching students. The Monroe County program also uses learner-generated materials and finds them an effective method of instruction. What the PNG program most lacks is the print-rich environment that would encourage--even necessitate--the acquisition of literacy skills. The success of volunteer tutors in Indiana bodes well for the PNG project; training them can go a long way toward the success of their program. (The following appendixes are included in the report: (1) bibliography on the Monroe County program; (2) diagram of the space allotted to the Indiana program; (3) profiles of Indiana tutors' use of available materials; (4) letters and reports from the director of the PNG program; and (5) interview with the former director of the Monroe County Public Library about the development of the adult literacy program.) (KC)

VITAL & the KNFEA:

Adult literacy in print-rich and print-poor environments

Dennis L. Malone

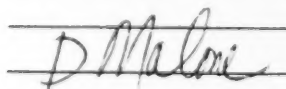
L650 Internship in Language Education
Dr. Anabel P. Newman
Summer Session I, 1994

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VITAL & the KNFEA:

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Two Places

I

Volunteers in Tutoring Adult Learners (VITAL)

Monroe County, Indiana, USA

On the door to VITAL Room-4 are three advertisements for VITAL—one notifying shoppers that cash register receipts from a local supermarket will net VITAL 1 per cent of the total, another encouraging new readers to join a support group, and a third advertising the need for volunteer tutors for the VITAL program—and two calendars used by tutors for the purpose of reserving V-4 for their scheduled sessions with the adult learners.

Inside the narrow room, on the long counter are copies of a new readers' magazine, a globe, a small, electric fan, a small cardboard box in which checkout cards are placed, a collection of Sunshine Magazines, half-a-dozen dictionaries, boxes of flash cards and phonics cards, a box of calendars, lesson plans, quarterly reports and confidential record forms for the tutors, and various free materials.

Above the counter are three shelves filled with instructional and resource materials for ESL, survival skills, language arts, games, books on religion, sports, hobbies, classics, and miscellaneous topics.

On the back wall is a poster from the U.S. Postal Service with the enlarged picture of a properly addressed business envelope, with various aspects of the addressed explained.

This is one of three "tutor rooms" used by the VITAL program which is located in the Monroe County Public Library.

The VITAL program is, needless to say, located in a print-rich environment.

II

The Kaugel Non-Formal Education Association (KNFEA) Tambul District, Western Highlands Province, PNG

In the Kaugel River Valley in the Highlands of Papua New Guinea, the KNFEA adult literacy refresher course is being held at a small Lutheran church for the benefit of five members of the "checking committee" for Kaugel New Testament Translation Project. The church is located along a one-lane, dirt road that links up with the Tambul-Ialibu Road. There are no billboards or signs along any of the roads in the Tambul District. On several of the small trade-stores along the road are election posters showing the candidate and exhorting the voters, in the national lingua franca, to "Vot long lambakey bilong Nasenal Pati". Inside the church itself are no books or posters, although it is not uncommon for the walls of even small church buildings like this one to be decorated with the old Sunday School colored posters of various Bible stories. The only printed material for this course has been carried into the building in a large wooden box-like suitcase: a few dozen small booklets each containing a single story in the local language, written, illustrated, stenciled, printed, collated and bound by the authors themselves.

The KNFEA adult literacy program operates in an environment that is not print-rich.

The two contrastive situations described above hold several features in common: both are community-based programs, both rely upon minimally trained tutors/instructors, both have been operating continuously since their inception, both owe a debt to outside assistance, and both, in their contexts, are innovative.

The differences between the programs are more dramatic. The people of VITAL's community live in a society that greatly values literacy, a society in which it is virtually impossible to live or travel without encountering numerous forms of printed material, from newspapers to billboards, to street signs, to menus in restaurants, to junk mail, to warning signs, food labels, *ad infinitum*. Those who

cannot read and write are greatly disadvantaged and are usually stigmatized by their illiterate status.

The Kaugel people, on the other hand, live in a society that has not yet accepted literacy¹ as a community value. Although literate Kaugel persons command respect and prestige (especially if they are literate in English or Tok Pisin, a national lingua franca), there is little social stigma attached to those who cannot read and write. Nevertheless, the lack of literacy skills is becoming a disadvantage to many Kaugel people as the influence of Western culture and foreign investment in exploiting the natural resources of the region make literacy as increasingly desirable ability. Also, a soon-to-be-completed Umbu-Ungu New Testament translation project in this largely Christian area has precipitated numerous requests for adult literacy classes.²

The questions that have fed this author's interest in the VITAL program concern the stark contrast in the kinds and amounts of literacy materials available to the VITAL staff and volunteer tutors compared with those available to the KNFEA literacy teachers. In a print-rich environment such as the one in which the VITAL program operates, how do the staff and tutors select and use the materials available to them? Which materials are most often used and why? Which are *not* used? What *types* of materials form the basis for a program dependent upon volunteer tutors? And, what significance do the answers to those questions have for an adult literacy program in the highlands of Papua New Guinea, decidedly *not* a print-rich environment?

¹ Literacy can be defined broadly as the ability to "read" the meaning of various sign systems, including music, various forms of art, dance, computers, et cetera. The definition of literacy used here is the more traditional linguistic one which refers to the ability to extract meaning from a language's graphophonemic or ideographic representation in print.

² This information is based on personal communication and reports from Rambai Keruwa, Director of the KNFEA (cf. Appendix D).

An expanded description of the development of the two programs will be helpful before dealing directly with the above questions.

Background: the VITAL Program, Monroe County, Indiana

The Volunteers in Tutoring Adult Learners (VITAL) program is a feature of the Monroe County Public Library (MCPL) which serves communities in and around Bloomington, Indiana. The VITAL program depends upon volunteer tutors who provide one-on-one instruction for learners in adult basic education (especially adult literacy), General Education Development (GED), and English-as-a-Second-Language (cf. Rogers, C. et al., 1991).

VITAL's roots can be traced back to the Fall of 1974, when a tutor training workshop was held for a local independent adult literacy group called New Readers in Bloomington, which met in space provided by the Monroe County Public Library. A feature of this workshop was the preparation of a video-tape for future training purposes but, for various reasons, the tape was not completed. Subsequently, in 1976, funding was secured for production of a training package consisting of five tapes and accompanying printed materials. The project, called LIT-TV³, was directed by Dr. Anabel Newman and Dr. Michael Parer, both of Indiana University. Upon completion of the LIT-TV package, a series of dissemination workshops was held in the Fall of 1977. Audrey Kurman, a librarian and graduate of IU, attended these workshops. She would subsequently become the first coordinator of VITAL.

In the Fall of 1977, Bob Trinkle, the then-Director, and Sally Hunt, the then-Assistant Director of the MCPL, were concerned about adults in Monroe

³ LIT-TV = Literacy Instructor Training-TV.

County who were functionally illiterate and/or educationally handicapped and could not, therefore, make use of the public library resources. When New Readers in Bloomington asked if the MCPL would take over the program, the Director agreed.⁴ Subsequently, Audrey Kurman⁵ was appointed as part-time coordinator, funds were secured, and the VITAL program began to grow, from some 60 volunteer tutors in 1977 to the present estimate of 260 (Coleman, n.d.).

Funding for the VITAL program has evolved from the \$200-300 left from the New Readers program, to an initial \$20,000 from an MCPL special projects account, to grants obtained through the Library Service and Construction Act (LSCA) that supported the program from 1979-1982, to a "hang by our fingernails" time (the VITAL coordinator had to return to part-time status), to a special tax levy which provided sufficient funds to bring the VITAL program under the MCPL regular budget. VITAL supplements its budgeted funds through various fund-raising activities, such as the annual Quiz Bowl and silent auctions.

The VITAL approach to literacy is described as

a learner-centered, whole language approach . . . [and] follows the philosophy that students generally learn to read without assistance more quickly if comprehension is the focus rather than just decoding or recognizing letters and their sounds. It builds, during the teaching process, on the life experience and special knowledge of the learner, while taking into account the learner's goals and interests. (Rogers, et al., 1991, p. 24).

This emphasis on the Language Experience Approach (LEA) stems from the close relationship that developed between VITAL and Dr. Anabel Newman of

⁴ According to Bob Trinkle, the VITAL program is an offspring of a previous program of adult literacy called New Readers in Bloomington, "a free, private adult reading service" (Newman & Parer, 1978, p. 107). When the coordinator of the New Readers program moved out of the area, the MCPL directors inquired how they might support the New Readers program. The person[s] left with responsibility for the program responded, in effect, "Here take it—materials, funds, everything! You do it!" (from interview, June 16, 1994; see Appendix F).

⁵ Now Audrey Kurman Armstrong

the School of Education, Indiana University. Beginning in 1976, under a grant funded by the Indiana State Department of Instruction, Dr. Newman and Dr. Michael Parer, also of IU, coordinated a team of eight persons in developing a videotaped series titled *Literacy Instructors Training (LIT-TV)* which explained and demonstrated the LEA as used in one-on-one learner/tutor situations. The LIT-TV project eventually became a set of five training workshops, each with a corresponding videotape lasting not longer than 28 minutes, and *LIT: a handbook for literacy instructors*.

In a sense, the LIT-TV project is inseparably linked to the VITAL program. The training of volunteer tutors in a short period of time presented a daunting obstacle to Audrey Armstrong, VITAL's first, part-time coordinator. Knowing that the LIT-TV materials would be available to the program greatly facilitated its implementation. LIT-TV has been a key component of the VITAL tutor training workshops ever since.

Tutors trained in the LEA work with the adult to produce literacy materials from the learner's own experience, in the learner's own language. "The learners dictate or write paragraphs which are based on direct experience or on something they have read or that has been read to them. The vocabulary, sentence structure, and context are those of the learner" (Ibid.) These materials then become the basis for instruction using sight words, context clues, and word analysis skills including phonics and word patterns.

In addition to the materials mentioned above, the VITAL tutors are also encouraged to make use of what are called "real world" materials, such as Medicare forms, bank checks, driver's license forms, road signs, and so forth (Armstrong & Hunt, 1982, pp. 9-10; cf. Appendix E).

Background: the KNFEA Program, Tambul District, Papua New Guinea

Since 1986, the Kaugel Non-Formal Education Association (KNFEA) has provided a program of vernacular education to the Umbu-Ungu-speaking people who live in the Kaugel River Valley in the central highlands of Papua New Guinea (PNG). The work began in 1982 as a collaboration between the Summer Institute of Linguistics (SIL) and members of the Kaugel community. In 1984, Rambai Keruwa took a leave of absence from his position as a teacher in a local community school [i.e., grades 1-6] to supervise the Kaugel literacy project, working with the SIL literacy consultants.⁶ Mr. Keruwa has filled that position to date.

In December of 1983, an Umbu-Ungu Orthography Conference had provided an agreed-upon alphabet that was used in subsequent writers workshops. The workshops helped to identify the more gifted writers who, within a year, produced a collection of over 120 booklets, each containing a native-authored, native-illustrated story on cultural themes, myths, or legends. These materials were initially used in a year-long vernacular literacy pilot program for children prior to their entry into Grade 1 of the PNG formal education system. The Kaugel Pre-School Program now serves 452 children in 14 communities in the Tambul District, and 60 adult learners in 3 centers.

The KNFEA program is funded primarily through an income-generating bakery, and supplementally by grants from the National and Provincial Governments. The Canadian International Development Agency (CIDA) subsidized the printing of the Kaugel Reading Series. Mr. Keruwa's salary is paid

⁶ My wife Susan and I served as full-time literacy consultants with the Kaugel Literacy Project from 1982 to 1987, and part-time from 1989 through 1991.

by voluntary contributions from church-related supporters in the United States. All Kaugel Pre-School⁷ teachers' honoraria are funded by profits from the bakery and, recently, by a grant from the National Department of Village Services. The Provincial government also provides materials such as chalkboards, chalk, and exercise books for classroom use.

Similar to the VITAL program, the KNFEA adult literacy program involves volunteer tutors. To date, these tutors have been Christian leaders (literate pastors, evangelists, elders) who are teaching in order to prepare members of their congregations to be able to read the Kaugel New Testament mentioned above.

The literacy materials used in KNFEA adult literacy classes consist mainly of the stories on cultural themes and legends mentioned earlier which have been collected into a series of 17 books of 48 pages each (known as the Kaugel Reading Series), the student/teacher-generated material that is a product of a Language Experience Approach similar to the one used in VITAL, several short books of Bible stories in Umbu-Ungu printed by the PNG Bible Society, a half-dozen volumes of Scripture portions and a few books and posters available through non-government organizations (NGOs) such as SIL or from the PNG Department of Education.

⁷ "Pre-school" in this context refers to a one-year program of vernacular literacy provided for 6-8 year old Kaugel children prior to their entry into Grade 1 of the English-language formal education system. It is, therefore, more accurately termed a Kaugel Preparatory School. A recent restructuring of the formal education system has created a new entry ("elementary") level, a 3-year vernacular education program incorporating Prep, Grades 1 and 2. The Primary Level will include Grade 3-8. This new structure is being piloted in four provinces.

An Informal Inquiry into the Use of Literacy Materials by VITAL

Owing to the nature of the adult learners' and tutors' relationship to the VITAL program—a relationship that stresses strict confidentiality—the answers to my questions about the use of VITAL literacy materials could not be pursued through direct observation or by interviewing tutors and learners. I became interested, therefore, when the current Coordinator, Cathy Rogers, explained that checkout cards from the books and other literacy materials available to tutors are kept in a box in the VITAL Staff Room (see Appendix B for the diagram of space allocation for the VITAL program in the Bloomington Branch of the MCPL).

The Box

On the desktop counter in VITAL-Room 2, which serves as a staff office at the Bloomington MCPL, sits a long wooden box filled with checkout cards. According to VITAL policy, tutors wishing to take literacy materials home or to check them out for their adult learner's use remove the card, write in that day's date, their own name and telephone number, and give them to one of the VITAL assistants who places them in the checkout box in alphabetical order.

A tally of those cards during two weeks in June, 1994, revealed the number of times that various copies of the VITAL literacy materials had been checked out. The dates of checkout ranged from 1981 until the present. The ten most frequently checked-out materials are listed here:

1.	<i>Reading for Today, Books 1-5</i>	Steck-Vaughn	157
2.	<i>Real Life English 1-4.</i>	Steck-Vaughn	134
3.	<i>Focus on Phonics, 1-4.</i>	New Readers Press	93
4.	<i>Laubach Way to Reading: Skill Books 1-4</i>	New Readers Press	91
5.	<i>Breakthrough to Math Series: Level 1-4</i>	New Readers Press	83
6.	<i>Comprehension Skills</i>	Steck-Vaughn	77
7.	<i>New Reader Skill Builder, Part 1-4</i>	Reader's Digest Services	65
8.	<i>Laubach Way to English: Workbooks 1-4</i>	New Readers Press	44
9.	<i>Challenger 1-8: Adult Reading Series</i>	New Readers Press	41
10.	<i>Laubach Way to Reading: More Stories 1-4</i>	New Readers Press	37

Six of the most frequently checked out materials are listed under the Language Arts section of the Bibliography, two under the ESL section, and one each under Mathematics and Reading for Pleasure.

Limitations of the Inquiry

Tallying the checkout histories on the cards in the checkout box has decided limitations as a data collection technique. First, the tutors do not always fill out the cards and turn them in when they take out materials. Second, the cards that were tallied provide checkout information only on those materials still out. Each of the items on the shelves in the three VITAL rooms used by the tutors has a card with its checkout history that were not included in the tally. Third, some of the materials are used during tutoring sessions but not checked out. Fourth, in the same way that an item may have been used although not checked out, the mere fact that an item was checked out does not insure that it was used. Fifth, some of the material can be used for purposes other than the one under which they are listed in the *Bibliography*. Sixth, the materials that comprise the checkout system do not include the learner/tutor-generated material, nor the real-world materials that are enthusiastically promoted during tutor training workshops (Rogers, et al., 1992, p. ii).

Keeping in mind those limitations, the tallying *does* represent a sizable sample of literacy material in use. In addition, since the tutors signed and dated each entry, the tally permits the tracing of a particular tutor's use of available materials (see Appendix C for composites of four tutors' checkout histories). The generalizability of such airy data is virtually impossible, but some potentially

productive speculation can emerge as the questions below are raised and discussed.

Question 1: How Are VITAL Adult Literacy Materials Selected and Used?

Materials are chosen according to a policy that "gives priority to the interests of the adult learners (being especially alert for materials of regional interest) and to materials that relate to their need for information that will prepare them to meet the literacy demands of everyday life" (Rogers, et al., 1992, p. i).

The following categories of materials are cataloged in *The New VITAL Bibliography*, revised and enlarged by Catherine Rogers and Carol Szatkowski from the original 1981 edition by Susanne Nolan and Nan Hawkins (see Appendix A for the subheadings of these categories):

- Professional Materials
- Instructional Materials
- Software
- Life Management Skills
- Reading for Information
- Reading for Pleasure

Over the years the VITAL Program has collected nearly 10,000 items, including books, magazines, instructional manuals, and computer software. The materials can be roughly separated into those which have been selected according to the interests and needs of the adult learners, and those which provide professional help for the tutors. Reading level, potential interest to the adult learner, suitability of style and content, and the overall appeal of its format were all criteria used in the selection process (Rogers, et al., 1992).

The materials are stored in the tutoring rooms numbered 1, 2, 3 and 4. A color-coding system has been worked out which identifies certain types of materials:

red	⇒	beginning reading (grade level, 1-3)
orange	⇒	middle reading (grade level, 4-6)
yellow	⇒	advanced reading (grade level 7 & up)
green	⇒	ESL
brown	⇒	GED preparation
purple	⇒	professional & reference
blue	⇒	non-books (games, word cards, etc.)

Once the adult learner's reading level has been established, the coding system permits tutors to survey the shelves for literacy materials at that particular level, while allowing learners to choose items according to their needs and interests.

The shelves themselves are labeled to facilitate the quick survey. For instance, in Room 3, the top shelf is labeled "Reading for Pleasure" and contains volumes on topics such as Sports & Hobbies, Short Stories, Mysteries, Legends, Famous People, Animals, and Children's Books.

The third shelf is filled with various boxes of flash cards and games.

The second shelf is labeled "Reading Improvement," "Reading Comprehension," "Community Services" and "Consumerism." The volumes there include series such as *Read On! I* and *Read On! II*, a reading series published by Literacy Volunteers of America (LVA), the Steck-Vaughn *Adult Reading, a Sequential Program*, and the Mott Basic Language Skills Program, published by the Allied Education Council. The shelf includes other volumes on topics such as Housing, Food & Restaurants, Shopping, Banking & Budgeting, Money & Management, Consumer Economics, and Personality Development.

The first shelf is labeled Reading Improvement, Reading Comprehension, and Coping Skills. This shelf houses series like the New Readers Press's *Challenger: Adult Reading Series* and the *Laubach Way to Reading*, Contemporary Books' *New Beginnings in Reading*, Steck-Vaughn's *Reading for Today*, *Communication for Today*, and *Comprehension Skills*. Also on the shelf are Raintree Publishers' adapted classics series (e.g., *The Call of the Wild*, *Huckleberry Finn*, *The Iliad*), each 48 pages. Along with them are the life-management volumes covering topics such as Maps, Directions, & Signs, Filling Out Forms, Finding & Keeping a Job, and Library Skills, Newspapers, Telephones, Cars.

On the counter under the shelves sit Scott-Foresman's Comprehensive Card Set (word cards from 1963), the 1975 Harcourt, Brace, Jovanovich reading program called *Try This Too*, a collection of *Sunshine Magazines*, seven different kinds of dictionaries, a thesaurus, phonics charts, flash cards, and various forms for use by the tutors.

On a narrow set of eight shelves on the opposite wall holding a collection of books on science, mathematics, history, spelling & handwriting, occupations, read-along books & cassettes, phonics, religion, cookbooks, health, nutrition, and family literacy, and a set of fairy tales (Peter Rabbit, the Ugly Duckling, etc.).

The opposite wall also held a paperback rack, with short novels, as did a free standing, circular paperback book rack on the floor beneath it.

The intended usefulness of this, perhaps, too-detailed description of the literacy materials that make up the environment for the VITAL tutor/learner interaction is that it can facilitate our imaginations. Not being permitted to look into an actual tutoring session, we can at least imagine ourselves in that situation.

For example, the possibility exists for an exchange in which the learner expresses a personal interest in vegetable gardening. The tutor scans the shelf of Reading for Information materials, finds the Sunset Books series, and pulls down *Small-Space Gardening* or *Sunset Guide to Organic Gardening*, or *Better Homes & Garden's Vegetables and Herbs You Can Grow*, each of which has a yellow circle taped to the binding which indicates the reading level is 7th grade or higher. Of course, if the adult learner is unable to function at that level, the tutor can skip over them (the coding allows for that), or she can use the illustrations to facilitate the conversation, or she can read portions to the learner. Unknown words can be deciphered through syntactic and semantic clues from the text. Failing that, the tutor can pick up one of the seven dictionaries available and, with the learner, look up the unknown word. A learner's story about a past gardening experience can be composed, printed out by the tutor. It can then be used for reading instruction and for focusing on a specific reading skill within the context of a meaningful text. All of this is possible.

Also possible is the use of the structured reading materials that present reading in a series of sequential lessons, using self-contained but disconnected narratives, followed by exercises of various kinds. The tutor who feels the LEA is not productive might well opt for the more structured approach. Whether or not such a switch in instructional method can retain the respect and high regard for the adult learner's own knowledge and experience inherent in the LEA is difficult to say. It may not be impossible, but it may be improbable.

All in all, the picture of how VITAL literacy materials are used is impressionistic: blurred edges with both positive and negative potential. In that respect, VITAL is similar in the use of its wealth of material to the KNFEA use of its limited materials.

* * * * *

Starting nearly from "scratch," the KNFEA literacy material was *produced* more than "selected." The writers workshops which produced the materials involved Kaugel men and women literate in either English (the official language, and language of formal education) or Tok Pisin (a lingua franca, spoken in most regions of the country). The writers were given a preliminary list of cultural themes to which they added their own. The writers were also encouraged to write about personal experiences they felt would be of interest to their Kaugel neighbors. They were then instructed to write stories (some as short as four sentences). Length was the only restriction placed upon the writers and eventually that was also removed. They were free to use whatever vocabulary and sentence structure they felt was natural and appropriate. Many writers were writing in their own language for the first time. But within two or three days they had mastered the Umbu-Ungu orthography that had been agreed upon in the 1983 Orthography Conference.

More recently, the literacy materials have become available through NGOs and the PNG government. These are usually selected by the KNFEA Director, Rambai Keruwa.

A literature-production model called "Shell Books" has been developed in the country in which pre-printed and illustrated, pre-formatted "shells" of information and awareness books are provided to the local literacy programs (Trainum, et al., 1989). Local teachers or other literates read through the accompanying text in English or a national lingua franca (Tok Pisin or Hiri Motu) then freely translate or adapt the text into the local language. A stencil of the

local language translation is then cut, using the "shell" as a template for positioning the text. Finally, the stencil is taped to a small silkscreen-printer, a line of printing ink is snaked across the screen, and the text is then squeegeed onto the "shell" pages. The pages are allowed to dry, then collated and stapled together to provide the literacy program with from one to 100 books. (Single stencils can print up to 200 copies, clearly and efficiently; but it's a time-consuming task.)

Literacy teachers in the KNFEA are also trained in the Language Experience Approach. They learn how to develop instructional materials based on learner-composed experience stories, in the learners' own words. Rarely is this done in one-on-one situations. KNFEA instructors usually have classes of adults. Several reasons account for this. One is the scarcity of literate Kaugel people to train as instructors. Another is the traditional cultural preference for doing things together, socially. Another is the lack of literacy tools and materials.

No documentation of the use of these materials by the adult instructors is available. In fact, little is available in terms of documentation of the adult literacy training program itself. Suffice to say, given the print-poor environment in the Tambul District, neither the KNFEA Director, nor the Kaugel tutors feel print-affluent enough to be selective in their choice of literacy materials.

Question 2: Which VITAL Adult Literacy Materials Are *Not* Used?

There is virtually no way to determine which VITAL materials are *not* used (other than with books that have never been checked out and whose bindings have not been broken; but no such books were found).

The primary commercial adult literacy instructional materials are those developed by Laubach Literacy's New Reader Press and by Steck-Vaughn Publishers. They share many features of phonics-based, skill-oriented, part-to-whole approaches to literacy instruction, with a strong emphasis on providing exercises, activities, and reading material deemed relevant to the needs and interests of adult learners.

I was personally impressed with the series of life-management materials available from VITAL, and therefore puzzled why none of them turned up as checked out items. A hands-on investigation of the materials themselves discovered only one entry on one of the checkout cards. VITAL staff indicated that tutors frequently do not fill in the checkout cards on materials that have multiple copies. According to the staff, these are the types of materials used during the tutoring sessions then returned to the shelves.

Another probable cause is that, although the materials are not consumable, they contain exercises for the adult learners to complete. Therefore, the tutors frequently photocopy the portions of the books the learner needs then put them back on the shelf. The photocopy records at the MCPL lend support to this opinion. VITAL tutors record their name, the date, and the number of copies they make on forms kept by the photocopiers in the second-floor offices. Over the past eighteen months, more than 400 entries have been made by the tutors. There is no record of which materials were photocopied, nor any way to determine if the number of copies—the 15 obtained by one tutor, for example—were of a single item or multiple items.

A more complete tabulation of the checkout records—one that includes all of the materials on the shelves, including the computer software—would provide a

much clearer picture of the uses of the VITAL literacy resources. The quarterly reports that tutors are asked to provide the Coordinator include a section in which the tutors list books, magazine, newspapers, and so forth, read by the learner, and materials that they have used for instructional purposes (books, pictures, tapes, magazines, newspapers, etc.). If these "Quarterly Reading Reports"⁸ could be made available for study, either by the VITAL staff or by an educational researcher, valuable information could be obtained in assessing the use of available materials, both by the tutors and by the learners. Thus far, the reports have been kept confidential because they include both the tutor's and the learner's names.⁹

Question 3: What *Types* of Materials Form the Basis for the VITAL Program?

Clearly, the emphasis during the 3-day VITAL tutor training workshop is on the use of learner/tutor-generated texts for initial literacy instructions. There is no reason to believe that tutors are doing otherwise.

Based on the tally of checkout cards, the types of materials used by the tutors, in addition to the learner/tutor-generated materials, depend to a certain degree on the tutor's perception of the learner's needs. As stated above, the most commonly checked out materials are those categorized as "Language Arts," including *Reading for Today*, *Books 1-5* (Steck-Vaughn), *Focus on Phonics* (New

⁸ See Appendix G for a facsimile of the Quarterly Reading Report.

⁹ An attempt to secure a small sample of 10-12 of the Quarterly Reports, each with the learner's and tutor's names obscured, did not bear fruit. Although agreed upon verbally, provision of the reports was postponed. This was, at least in part, the result of a fractured leg suffered by the VITAL coordinator toward the end of this project. It had been hoped that the sample would help determine whether a section of the report (see Appendix F) in which tutors list the materials they have used with the learner could yield a clearer idea of the specific materials tutors use.

Readers Press), *The Laubach Way to Reading, Skill Books 1-4* and *The Laubach Way to Reading, More Stories 1-4* (New Readers Press), *Comprehension Skills* (Steck-Vaughn) and *Challenger, Books 1-8* (New Readers Press), all of which present highly structured lessons and exercises for the learner. Another frequently used series is the *Reader's Digest New Reader Skill Builder, Parts 1-4*, which is also structured around individual reading skills (e.g., comprehension, vocabulary). This series is listed under Reading for Pleasure in *The New VITAL Bibliography*,¹⁰ but could as easily have been listed under Language Arts.

The other category of VITAL literacy materials among the ten most frequently used is English-as-a-Second-Language. *Real-Life English, Books 1-4* (Steck-Vaughn) and *The Laubach Way to English, Workbooks 1-4* (New Readers Press) are also highly structured sets, featuring various skill-building and language-learning exercises.

However, based on the profiles of the checkout activities of individual tutors, types of literacy materials used seem to differ more on the basis of perceived learner and tutor needs.

Sandra Citizen¹¹ checked out a total of 100 items over a period from roughly June of 1987 to April of 1991. Of the total, 46% are from the Language Arts section of the *Bibliography*, 31% from Reading for Pleasure, and 12% from ESL. The relatively large percentage of Reading for Pleasure items gives a more balanced picture of materials usage than does the simple tallying of items. Language Arts items still rank the highest.

¹⁰ It should be noted that not all the items listed on the checkout cards could be found in the *Bibliography*. This could be the result of misnaming on the cards, or an incomplete *Bibliography*. When encountered, such items were designated to a category using the title, author, and publishing company as guidelines.

¹¹ This is a pseudonym as are all the other tutors represented by profiles in Appendix C.

In a yearly profile, SC's checkout history for 1989 (her most active year: 42 items), Language Arts represented 42%, Reading for Pleasure 28%, and ESL 14%, which is similar to her total profile. Interestingly, the only 2 GED items in the composite tally were checked out during this period and 3 or the 4 Math items. The 1990 profile continues the pattern. From a total of 25 items, 44% were from the Language Arts, 36% from Reading for Pleasure, and 8% from ESL.

The Beatrice Goodfellow profile provides a rather straightforward story which does not require a great deal of interpretation. Of a total of 53 items recorded over the period from July 1985 to June 1994, 62% were taken from the ESL section, 19% from Language Arts, 15% from Reading for Pleasure, and 4% from GED. The two most active years, 1992 and 1993, used ESL materials 92% and 73%, respectively, the only other items checked out being from Language Arts. This profile also highlights another feature of the VITAL program, namely, the freedom of the tutor to choose the type of learner (in this case, ESL learners) they want to work with, and feel competent to work with.

The Ida Wright profile of 32 items checked out over the period from September 1985 to May 1994 shows 50% from ESL, 31% from Language Arts, and 19% from Reading for Pleasure.

Maud Servant checked out a total of 31 items from November 1989 to August 1991. The composite profile shows 61% from Language Arts, 23% from Reading for Information, and 16% from Reading for Pleasure.

If nothing else, the profiles suggest a more balanced use of materials by tutors than might be inferred from the tally of the ten most frequently checked out items. That notwithstanding, the heavy dependence upon the structured programs contained in New Reader Press and Steck-Vaughn materials may signal a need by

tutors for more direction. Given the relatively brief tutor training program—9 am-1 pm Saturday, 1-4 pm Sunday, 9 am to 1 pm the following Saturday—even highly education, highly motivated tutors (and there are many of them in a major university community like Bloomington) may feel the need for guidance in a task for which they feel theoretically ill-equipped. A reversion to an instructional approach similar to the one they remember as learners (especially when they are uncertain of the next best move), seems likely.

Again, the extent to which tutors use the "real-world" materials suggested in the *VITAL Guidelines* (see Appendix E) cannot be determined from available records. The photocopied-use of commercially produced "real-world" materials for developing "coping" or "life management" skills—which VITAL staff contend is extensive—can only be speculated. The records of VITAL tutors' photocopying kept by the MCPL do not indicate which materials are involved, and an examination of the materials themselves does not show the wear-and-tear that one would expect with soft-covered items that are being frequently photocopied. A more accurate estimate of the kinds of materials most frequently photocopied could be secured by observing tutors' photocopying over several days, several times a year. Because IU students regularly assist the VITAL through the University's work-study program, an informal research activity could easily and effectively be done with little or no cost involved.

These limitations, as well as the usage of types of materials that *can* be inferred from the tallying of checkout records do raise questions regarding the development and use of literacy materials in a program such as the one the KNFEA operates in a mountain valley in Papua New Guinea.

Question 4: What Significance Does Materials Usage in the VITAL Program Have for an Adult Literacy Program in PNG?

Sarah Gudschinsky, a former SIL International Literacy Coordinator, once made a telling analogy when asked why people in pre-literate societies demonstrate so little interest in learning to read: "Would you want to learn to swim if the only water around was in your bathtub?" In other words, when the amount and quality of reading materials is so minimal, are people who have not traditionally had literacy going to want to read and write? Unesco once suggested that over 800 titles are the minimum necessary to maintain literacy in a language community. The task facing adult literacy projects such as the KNFEA program is daunting, but not overwhelming.

It is of more than passing interest that the VITAL program, housed in a public library, and blessed with a wealth of books, magazines, newspapers, and literacy materials—all set within a print-rich community—chose an instructional approach dependent upon learner-generated reading texts. That the program has been successful (a judgment supported by the fact that it is in its 24th year of continuous service to the community) is a great encouragement to programs in Third World countries which must, of necessity, depend on learner- and teacher-generated materials.

The fact that VITAL tutors serve effectively with a minimum of training is also an encouragement to the KNFEA program. An instructional approach built upon a clearly defined attitude toward the learner and a clearly set out instructional *procedure*—replicable as to process but flexible as to content—resonates with the pedagogical (or, better yet, andragogical) needs and traditional learning-styles of Kaugel trainers and instructors.

Should Kaugel educators like Rambai Keruwa be concerned over the lack of highly-structured, phonics- and skills-oriented material, which VITAL tutors seem to favor? Apparently, no. Although the heavy use of structured phonics, skills-based materials by VITAL tutors seems to indicate a desire for more direction when facing instructional problems, Kaugel instructors can take heart in the fact that a sample of individual tutors seem to select a more balanced "menu" for their learners. Kaugel-authored materials are, rightfully, culturally relevant and familiar. The fact that most of the Kaugel teachers have had childhood school literacy experiences (in a foreign language, English) that emphasized a rote-memory, sound-it-out approach that virtually divorced meaning from reading makes them particularly susceptible to highly-structured approaches to instruction. That fact that such materials are not provided may be a blessing in disguise.

What the Kaugel program most lacks is the print-rich environment in which the VITAL program exists. Real-world literacy material, so abundant and available in Bloomington, is seldom found in the Kaugel Valley. However, the need for information and awareness materials, similar to the life-management materials in the VITAL program, can be met, at least partially, by the Shell Book Project mentioned above.

As mentioned above, the relative dearth of literacy materials in the KNFEA program puts a high premium on just about any kind of materials available. Yet, the real-world-type materials (e.g., food labels, bank deposit/withdrawal slips, health posters, government notices, newspapers) are printed in languages other than Umbu-Ungu, the only language the majority of Kaugel people understand. This situation necessitates an adult literacy program that includes a transfer of newly gained literacy skills from the mother-tongue to one of the national lingua franca, which in the Kaugel area is Tok Pisin (literally, "bird talk;" etymologically,

"pidgin talk;" a trade language common throughout Melanesia). Literacy transfer programs are being developed and piloted by both Government agencies and NGOs. In a sense, this is similar to the ESL component of the VITAL program which strives to provide ESL learners with the national lingua franca, which in the U.S. is English.

Conclusion

The degree to which the VITAL approach to literacy instruction and its accompanying goals have been realized is not known, nor has an evaluation of the program been a focus of this study. Rather, the question here is: Having adopted the LEA/LIT-TV approach, what literacy materials are required and how have they been used?

The informal investigation of checkout records raised questions about the materials being favored by the VITAL tutors. Do the highly-structured lessons from New Readers Press and Steck-Vaughn militate against the meaning-centered, learner-centered approaches of Language Experience and its Whole Language relatives? If they do, then the KNFEA program may be blessed to be without them. If they don't, the development of such materials is much enhanced by the phonemic orthography agreed upon by Kaugel leaders. Sounding-out words — especially words that are couched in the context of a meaningful narrative composed by the learners themselves or by other learners — will be an easier task in Kaugel than it ever has been in English, especially English-as-a-Second-Language.

A more important aspect of the VITAL program, in terms of its significance for the KNFEA program, is in its dependence on volunteer tutors and the training program that equips them for the task. Like the adult learners themselves, these tutors come with a wealth of knowledge and experience. The autonomy that is given to the tutor/learner relationship appears to be a key factor in the success of the program (cf. Interview with Bob Trinkle, Appendix F). The VITAL coordinator and her part-time staff see their roles as serving and preserving that relationship of trust and confidentiality between tutor and learner. The literacy materials are there for the tutors' use. Suggestions are made by the coordinator, not mandated. But, in general, the tutors are free to use or not use the available materials, or to create their own. That, of course, makes it difficult for the curious outsider who inquires about the inner-workings of the program. But, in the end, that very difficulty is a by-product of the key to the ongoing success of VITAL.

With that in mind, I would still recommend that an formal evaluation of the program be undertaken by the VITAL and MCPL staff. Such an evaluation could be implemented with high priority given to the tutor/learner confidentiality. But the mutual concern and respect that supports the VITAL program simultaneously cries out for some outside corroboration that what seems to be taking place actually *is* taking place. A thorough study of the Quarterly Reports might yield some insight into the needs and concerns of the tutors, without compromising the confidentiality of the learner.

All in all, Mr. Keruwa and the KNFEA can take heart in this fact: a print-rich environment does not guarantee that all people will learn to read and write. If that were the case, there would be no VITAL program in Bloomington and no book called *Illiterate America*.¹² By the same token, a print-poor environment

does not necessarily undermine a literacy effort, or there would be no ongoing KNFEA program in the Kaugel Valley. The training of literate Kaugel instructors to create literacy materials with their adult learners and to use whatever prepared materials *are* available, while tapping into their own and their learners' wealth of knowledge and experience—all in the atmosphere of mutual care and respect—can go a long way toward overcoming whatever material problems they face.

¹² Kozol, Jonathan. (1985). *Illiterate America*. New York: New American Library.

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A p p e n d i x A

The New VITAL Bibliography

A Basic Collection of Books, Software and Learning Materials
for an Adult Literacy Program

CONTENTS

Professional Materials

Professional Reading for Tutors
Adult Literacy—Curriculum Guides and Training Programs

Instructional Materials

Language Arts
GED Preparation
Mathematics
ESL Materials
Games, Word Cards, Periodicals

Software

Administrative
Authoring
Critical Thinking Skills
English/Reading Skills
Games
GED—High School
History/Geography
Learning Evaluation Tools
Library Reference Skills
Math Skills
Reading for Pleasure
Science
Survival Reading

Life Management Skills

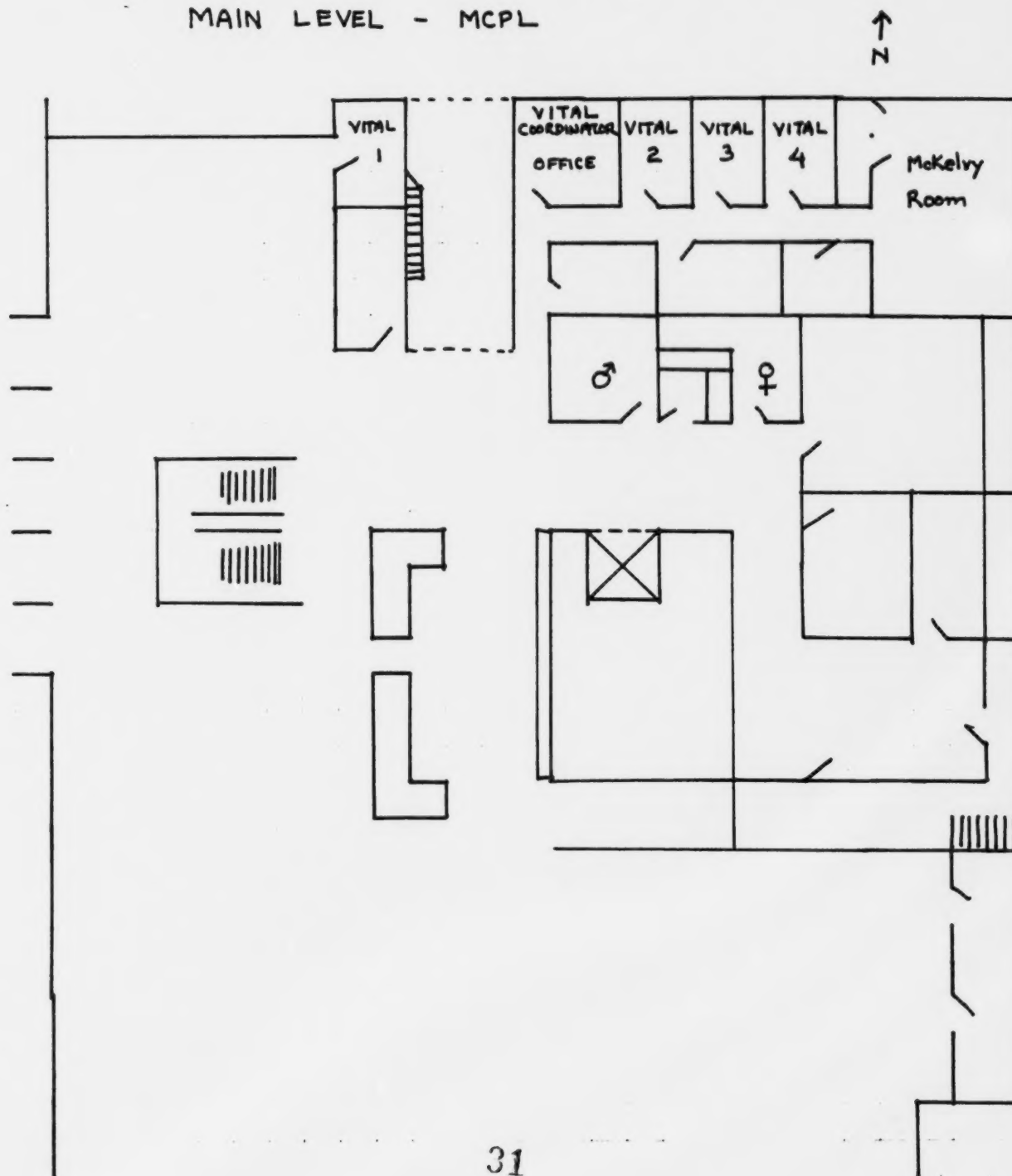
Reading for Information

Reading for Pleasure

Appendix B

Diagram of the Space allocated to the VITAL program in the MCPL

MAIN LEVEL - MCPL



Appendix C

Profiles of a VTAL tutors' use of available materials

Sandra Citizen

Key

LA = Language Arts
 GED = General Education Diploma
 MATH = Mathematics
 ESL = English as Second Language
 GAMES = Games
 RFI = Reading for Information
 RFP = Reading for Pleasure

1985

Dauzat, S.V. et al	<i>Adult Reading.TG</i> Steck-Vaughn	585	LA
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1986

None

1987

Beers, J.W. (1987)	<i>Reading for Today 3</i> Steck-Vaughn	687	LA
Schall, J.	<i>Read On! 1</i> LVA	687	LA
Swinburne & Warner	<i>Reading Skills for Adults 4</i> Steck-Vaughn	787	LA
Beers, J.W. (1987)	<i>Reading for Today 3</i> Steck-Vaughn	787	LA
Dauzat, S.V. et al	<i>Adult Reading.TG</i> Steck-Vaughn	787	LA
Reader's Digest (1978)	<i>New Readers Skill Builder 3</i>	787	LA
Reader's Digest (1978)	<i>New Readers Skill Builder 3</i>	987	LA
Eagle, G. (1981)	<i>More Stories 1</i> New Readers Press	1087	LA
Payne, E.	<i>Meet the Pilgrim Fathers</i>	1187	RFP

1988

Dobson & Sedwick	<i>Conversations in English</i>	188	ESL
Reader's Digest (1978)	<i>New Readers Skill Builder 4</i>	188	RFP
Reader's Digest (1978)	<i>New Readers Skill Builder 1</i>	588	RFP
Schuster, E. (1981)	<i>Sentence Mastery</i> McGraw-Hill	588	LA
Reader's Digest (1978)	<i>New Readers Skill Builder 3</i>	688	RFP
Reader's Digest (1978)	<i>New Readers Skill Builder 1</i>	688	RFP
Reader's Digest (1978)	<i>New Readers Skill Builder 1</i>	688	RFP
Loesal, W.G. (1965)	<i>Help Yourself to Read, Write & Spell</i>	688	LA
	Educational Development Corp.		
Jack, Darcy (1988)	<i>Real Life English 1</i> Steck-Vaughn	788	ESL
Reader's Digest (1978)	<i>New Readers Skill Builder 1</i>	888	RFP
Dolch	<i>Old World Stories</i>	988	RFP

1989

Alcott, L.M.	<i>Little Women</i> (Read-Along)	189	RFP
Frommer, S.H.	<i>What Are Friends For?</i>	289	RFP
Mrowicki & Fumbarough (1982)	<i>A New Start: Functional Course in Basic Spoken English & Survival Literacy</i>	289	ESL
	Dormac, Inc.		
Reader's Digest (1978)	<i>New Readers Skill Builder 1</i>	289	RFP

	<i>Sequential Reading Program</i> Steck-Vaughn	289	LA
Bronte, Charlotte (1981)	<i>Jane Eyre</i> (Read-Along)	389	RFP
Chapman, B.E. (1975)	<i>Mott Basic Language Skills Program</i> Allied Education Council	389	LA
Laubach, F., Kirk, E., Laubach, R. (1981)	<i>Laubach Way to Reading 1</i> New Reader Press	389	LA
Beech, L. & McCarthy, T. (1987)	<i>Communication for Today WB6</i> Steck-Vaughn	489	LA
Beech, L. & McCarthy, T. (1987)	<i>Reading for Tomorrow 1</i> Steck-Vaughn	489	LA
Macero & Lane (1981)	<i>Laubach Way to English</i> New Readers Press	489	ESL
Sewell, Anna (1981)	<i>Black Beauty</i> (Read-Along)	489	RFP
Stevenson, R.L. (191981)	<i>Treasure Island</i> (Read-Along)	489	RFP
Dobson & Sedwick ? (1973)	<i>Conversations in English</i> Preparation for High School Equivalency	589	ESL
Grimm	<i>Grimm's Fairy Tales</i>	589	RFP
Mrowicki & Furborough (1982)	<i>A New Start: Functional Course in Basic Spoken English & Survival Literacy</i> Dormac, Inc.	589	ESL
Sewell, Anna (1981)	<i>Black Beauty</i> (Read-Along)	589	RFP
Jolly & Robinson (1988)	<i>Real-Life English Series 4</i> Steck-Vaughn	689	ESL
Reader's Digest (1978)	<i>New Readers Skill Builder 4</i>	689	RFP
Beech, L. & McCarthy, T. (1987)	<i>Communication for Today WB3</i> Steck-Vaughn	789	LA
Beers, J.W. (1987)	<i>Reading for Today 3</i> Steck-Vaughn	789	LA
Hitchcock, A. (1986)	<i>Tales of Suspense</i> (Read-Along)	789	RFP
Laubach, Kirk & Laubach (1981)	<i>Changes</i> New reader Press	789	LA
Root, J. (1979)	<i>Read On! WB2</i> LVA	789	LA
Spyri, J. (1981)	<i>Heidi</i> (Read-Along)	789	RFP
Tussig, Ann (Ed.) (1981)	<i>Breathrough to Math, Revised, Level 2, Bk. 1 Fractions</i> New Readers Press	789	MATH
Bryant & Hedgepath (1985)	<i>Language in Daily Living Series 1: Verbs & Subjects</i> Steck-Vaughn	889	LA
Castellano, C. (1982)	<i>Basic Math Skills: Handbook for Tutors</i> LVA	889	MATH
Dreier (1971)	<i>99 Phonic Word Charts</i> Dreier Educational	889	LA
?	<i>Teaching Resources: Buying Game</i>	889	GAMES
Tussig, Ann (Ed.) (1981)	<i>Breathrough to Math, Revised, Level 2, Bk. 6 Fractions</i> New Readers Press	889	MATH
Beech, L. & McCarthy, T. (1987)	<i>Communication for Today WB4</i> Steck-Vaughn	989	LA
McLanahan, S. (Ed.) (1988)	<i>GED Series: Writing Skills</i> Steck-Vaughn	989	GED
Macero & Lane (1981)	<i>Laubach Way to English, WB1</i> New Readers Press	989	ESL
Bailey, M.H. (1978)	<i>Spelling Steps II: Consonant Blends, Digraphs, Vowel Patterns</i> Steck-Vaughn	1089	LA
Beech, L. & McCarthy, T. (1987)	<i>Communication for Today WB4</i> Steck-Vaughn	1089	LA
Beers, J.W. (1987)	<i>Reading for Today 3</i> Steck-Vaughn	1089	LA
de Valdez, D.D. et al. (?)	<i>Amnesty: Real-Life Approach, Bk. 1, Pre-literacy</i>	1089	LA
Eagle, G. (1981)	<i>More Stories 1</i> New Readers Press	1089	LA
Payne, E.	<i>Meet the Pilgrim Fathers</i>	1189	RFP

Reader's Digest Adult Readers (1965)	<i>Mystery of the Mountains</i> Reader's Digest	1189	1A
1990			
Alcott, L.M.	<i>Little Women</i> (Read-Along)	190	RIP
Beers, J.W. (1987)	<i>Reading for Today 3</i> Steck-Vaughn	1089	1A
Cass, A. W.	<i>Introduction to English</i>	190	1A
Rice, G. (1982)	<i>Focus on Phonics, 2e. Consonant Blends</i> New Readers Press	190	1A
?	<i>Arithmetic Skill Text for Daily Living</i>	290	MATH
Beech, L. & McCarthy, T. (1987)	<i>Communication for Today WB2</i> Steck-Vaughn	290	1A
Frommer, S.H. (?)	<i>I Didn't Do It</i>	290	RIP
Writer's Workshop (?)	<i>Let There Be Light</i>	390	PROF
Spyri, J. (1981)	<i>Heidi</i> (Read-Along)	490	RIP
Blakely, C. (1983)	<i>More Stories 3</i> New Readers Press	590	1A
Christian, M.	<i>Jonah: Go to Nineveh!</i>	690	RIP
Eagle, G. (1982)	<i>More Stories 2</i> New Readers Press	690	1A
Frommer, S.H. (?)	<i>Stop That Woman!</i>	690	RIP
Hyun, P. (1984)	<i>The Magnetic City: Seoul</i> Space Group of Korea	690	RIF
Laubach, Kirk, & Laubach (1983)	<i>Laubach Way to Reading, 3</i> New Readers Press	690	1A
Reader's Digest (1965)	<i>A Race to Remember</i> Reader's Digest	690	1A
Reader's Digest (1978)	<i>New Reader Skill Builders 4</i> Reader's Digest Service	690	RIP
Beers, J.W. (1987)	<i>Reading for Today 32</i> Steck-Vaughn	790	1A
Carroll, Lewis	<i>Alice in Wonderland</i> (Read-Along)	790	RIP
Eagle, G. (1981)	<i>More Stories 1</i> New Readers Press	790	1A
Frommer, S.H. (?)	<i>No More Cats!</i>	790	RIP
Reader's Digest Adult Readers (1965)	<i>Mystery of the Mountains</i> Reader's Digest	790	1A
Graves, C.P. (1965)	<i>John F. Kennedy: New Frontiersman</i> Garrard Publishing Co.	990	RIP
Jack, Darcey (1988)	<i>Real-Life English WB1</i> Steck-Vaughn	1290	ISI
Jolly & Robinson (1988)	<i>Real-Life English SB1</i> Steck-Vaughn	1290	ISI
1991			
Beal, K.B. (1981)	<i>Speaking of Pictures: ESL, Bk. 2</i> Steck-Vaughn	191	ISI
Laubach, Kirk & Laubach (1981)	<i>Changes</i> New Reader Press	191	1A
Van Arsdall & Combs (1981)	<i>English: Your Second Language</i> Steck-Vaughn	191	ISI
Beers, J.W. (1987)	<i>Reading for Today 2</i> Steck-Vaughn	291	1A
Eagle, G.	<i>More Stories 2</i> New Readers Press	291	1A
Quigley, C.N.	<i>Social Studies</i> Follett	291	RIF
Frommer, S.H.	<i>Home Run</i>	391	RIP
Quigley, C.N.	<i>Social Studies</i> Follett	391	RIF
Swinburne & Warner	<i>Reading Skills for Adults 4</i> Steck-Vaughn	391	1A
Blakely, C. (1983)	<i>More Stories 3</i> New Readers Press	491	1A
Frommer, S.H.	<i>What in Sam Hill?</i>	491	RIP
1992			
Beers, J.W. (1987)	<i>Reading for Today 2</i> Steck-Vaughn	292	1A

Beatrice Goodfellow

1985

Reader's Digest	<i>New Reader Skill Builder, Part 3, Silver</i>	7/20/85	RFP
Preksto & Schaefer	<i>Basic Spelling Skills</i>	7/31/85	LA

1986

Taylor, Grant	<i>Mastering American English</i>	2/15/86	ESL
Dobson & Sedwick	<i>Conversation in English</i>	2/18/86	ESL
Heilbroner, Joan	<i>Meet George Washington</i> Random House	2/18/86	RFP
Taylor, Grant	<i>Practicing American English</i>	8/11/86	ESL
Taylor, Grant	<i>American English Reader</i>	9/26/86	ESL

1988

Taylor, Grant	<i>Mastering American English</i>	2/23/88	ESL
Messec & Kranich	<i>English Spoken Here: Health & Safety</i>	2/23/88	ESL
Rice, Gail V.	<i>Focus on Phonics—4</i> New Readers Press	3/02/88	LA
Reader's Digest	<i>New Reader Skill Builder, Part 4, Silver</i>	3/02/88	RFP
Reader's Digest	<i>New Reader Skill Builder, Part 2, Silver</i>	8/24/88	RFP

1989

Gaines, Barbara K.	<i>Idiomatic American English</i>	2/09/89	ESL
Jolly & Robinson	<i>Real-Life English 3</i> Steck-Vaughn	3/02/89	ESL
Jolly & Robinson	<i>Real-Life English 3</i> Steck-Vaughn	7/07/89	ESL
Jolly & Robinson	<i>Real-Life English 4, TE</i> Steck-Vaughn	8/28/89	ESL
Reader's Digest	<i>New Reader Skill Builder, Part 3, Silver</i>	10/12/89	RFP
Dixon, Robert	<i>Modern American English, Book 2</i>	11/20/89	ESL

1990

Kellman, Nancy	<i>Writing Skills Workbook Series, 3</i> Contemporary Books	7/30/90	GED
Bryant, Nerisa Bell	<i>Language in Daily Living, Book 1</i> Steck-Vaughn	10/11/90	LA
Rubin, Betsy	<i>Edge on English: Grammar Write Away</i> Contemporary	10/11/90	LA

1991

Kesselman-Turkel & Peterson	<i>The Grammar Crammer</i>	1/17/91	ESL
Rubin, Betsy	<i>Edge on English: Grammar Write Away</i> Contemporary	1/17/91	LA
Gearing, Philip J.	<i>Preparation for High School Equivalency: Gen Review</i>	4/04/91	GED
Pyle, Michael et al.	<i>Cliffs TOEFL Preparation Guide</i>	7/11/91	ESL

1992

Taylor, Grant	<i>Mastering American English</i>	2/19/92	ESL
Jolly & Robinson	<i>Real-Life English 1</i> Steck-Vaughn	2/19/92	ESL
Van Arsdall & Combs	<i>English: Your Second Language, Book 1</i>	2/19/92	ESL
Dixon, Robert	<i>Modern American English, Book 2, TE</i>	2/29/92	ESL
McCallum, George P.	<i>Idiom Drills for Students of ESL</i>	5/07/92	ESL
Theophil, Vera	<i>Idiomactive English</i>	5/21/92	ESL
Gaines, Barbara K.	<i>Idiomatic American English</i>	5/21/92	ESL
Zevin, Patricia	<i>The New Oxford Picture Dictionary, WB</i> Oxford U. Press	5/28/92	ESL
Jack, Darcy	<i>Real-Life English, WB2</i> Steck-Vaughn	5/28/92	ESL
Jolly & Robinson	<i>Real-Life English 1</i> Steck-Vaughn	5/28/92	ESL
Jolly & Robinson	<i>Real-Life English 3, TE</i> Steck-Vaughn	6/11/92	ESL
Walker, Michael	<i>New Horizons in English, Level 2</i>	8/27/92	LA

1993

Jolly & Robinson	<i>Real-Life English 3</i> Steck-Vaughn	3/09/93	ESL
Jolly & Robinson	<i>Real-Life English 4</i> Steck-Vaughn	3/09/93	ESL
Jolly & Robinson	<i>Real-Life English 4, TE</i> Steck-Vaughn	3/09/93	ESL
Jolly & Robinson	<i>Real-Life English 3, TE</i> Steck-Vaughn	3/09/93	ESL

Taylor, Grant	<i>Mastering American English</i>	3/23/93	ESL
Bryant, Nerisa Bell	<i>Language in Daily Living, Book 1</i> Steck-Vaughn	6/22/93	LA
Bryant, Nerisa Bell	<i>Language in Daily Living, Book 2</i> Steck-Vaughn	6/22/93	LA
Rubin, Betsy	<i>Edge on English: All Spelled Out</i> Contemporary	6/22/93	LA
Pyle, Michael et al.	<i>Cliffs TOEFL Preparation Guide</i>	9/30/93	ESL
Dixon, Robert	<i>Modern American English, Book 3</i>	10/21/93	ESL
Dixon, Robert	<i>Modern American English, Book 3, TE</i>	10/21/93	ESL

1994

Najimy, Norman	<i>Reading for Today 5, TE</i>	3/03/94	LA
Van Arsdall & Combs	<i>English: Your Second Language, Book 3</i> Steck-Vaughn	3/03/94	ESL
New Readers Press	<i>Don't Sell Me Short</i> (Read-Along)	6/02/94	RFP
New Readers Press	<i>Nobody Wants Annie</i> (Read-Along)	6/02/94	RFP
New Readers Press	<i>Take Care of Millie</i> (Read-Along)	6/02/94	RFP

Ida Wright**1985**

Alcott, Louisa May	<i>Little Women</i>	Read-Along	9/26/89	RFP
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1987

Taylor, Grant	<i>Practicing American English</i>		1/22/87	ESL
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1988

Yorkey et al.	<i>English for International Communication</i>	American Book Company	2/20/88	ESL
Beers, J. W. et al	<i>Reading for Today, Book 4</i>	Steck-Vaughn	3/05/88	LA
Beers, J. W. et al	<i>Reading for Today, Book 3</i>	Steck-Vaughn	3/19/88	LA
Leis & Chodes	<i>Write All About It</i>		6/18/88	LA

1989

Jolly & Robinson	<i>Real-Life English 3</i>	Steck-Vaughn	2/16/89	ESL
Jolly & Robinson	<i>Real-Life English 4</i>	Steck-Vaughn	3/30/89	ESL
Pirk, Kathy	<i>LaubachWay to English 1</i>	New Readers Press	5/30/89	ESL
Jack, Darcy	<i>Real-Life English WB 2</i>	Steck-Vaughn	7/12/89	ESL
Stevenson, R.L.	<i>Treasure Island</i>	Read-Along	8/08/89	RFP
Jack, Darcy	<i>Real-Life English WB 1</i>	Steck-Vaughn	8/21/89	ESL

1990

Ferrer & Whalley	<i>Mosaic II</i>	Random House	1/15/90	ESL
Murphy Corea	<i>Challenger 8</i>	New Readers Press	5/09/90	LA
Rubin, Betsy	<i>Edge on English 2</i>	Contemporary Books	7/12/90	ESL
Reader's Digest	<i>New Reader Skill Builder 4</i>	Reader's Digest Service	8/14/90	RFP
Theophil, Vera	<i>Idiomactive English</i>		9/29/90	ESL

1991

Townsend, Donna et al	<i>Comprehension Skills Concl</i>	Steck-Vaughn	6/25/91	LA
Heilbroner, Joan	<i>Meet George Washington</i>	Random House	7/03/91	RFP
Deighton, Lee C.	<i>Basics of English</i>		8/14/91	LA

1992

Wayne, Bennett	<i>They Loved the Land</i>		4/28/92	RFP
Schmidt, Sarah (Ed.)	<i>Reader's Choice, TG</i>	Contemporary Books	5/14/92	LA
Parnwell, E.C.	<i>New Oxford Picture Dictionary</i>	Oxford University Press	9/11/92	ESL
Parnwell, E.C.	<i>New Oxford Picture Dictionary</i>	Oxford University Press	10/21/92	ESL
Macero & Lane	<i>LaubachWay to English WB1</i>	New Readers Press	10/14/92	ESL

Beech & McCarthy	<i>Communication for Today 2</i>	Steck-Vaughn	11/07/92	1A
1993				
Maxwell, Jessica	<i>Madonna</i>	Turman Publishing	3/11/93	RFP
Macero & Lane	<i>Laubach Way to English WB4</i>	New Readers Press	4/16/93	1A
Jolly & Robinson	<i>Real-Life English 3</i>	Steck-Vaughn	6/21/93	ESL
1994				
Townsend, Donna et al	<i>Comprehension Skills Concl</i>	Steck-Vaughn	3/19/94	1A
Dixson, Robert J.	<i>Modern American English 3</i>		4/28/94	ESL
Walker, Michael	<i>New Horizons in English 3</i>		5/18/94	ESL

Maud Servant

1989				
Gilbert, D.W.	<i>Breaking the Word Barrier</i>	Prentice-Hall	11/23/89	1A
Rice, Gail	<i>Focus on Phonics 2</i>	New Readers Press	11/25/89	1A
Rice, Gail	<i>Focus on Phonics 2a</i>	New Readers Press	11/25/89	1A
Rice, Gail	<i>Focus on Phonics 2a</i>	New Readers Press	11/25/89	1A
Rice, Gail	<i>Focus on Phonics 2b</i>	New Readers Press	11/25/89	1A
Fry, Edward B.	<i>99 Phonics Charts</i>	Dreier Educational Systems	11/25/89	1A
Trocki, P.K.	<i>Spell It Out, 1</i>	Globe Book Co.	11/25/89	1A
	<i>Spelling Dictation Skill Text</i>	Special Service Supplu	11/25/89	1A
MacDonald First Library	<i>Birds & Migration</i>	MacDonald Educational	11/27/89	RFP
MacDonald First Library	<i>Bridges & Tunnels</i>	MacDonald Educational	11/27/89	RFP
Richey, Jim	<i>Drugstore Language</i>		11/27/89	1A
1990				
MacDonald First Library	<i>Lakes & Dams</i>	MacDonald Educational	2/06/90	RFP
MacDonald First Library	<i>Light & Color</i>	MacDonald Educational	2/06/90	RFP
Chapman, B. E. et al	<i>Mott Basic Language Skills</i>		11/27/90	1A
Chapman, B. E. et al	<i>Mott Basic Language Skills</i>		11/27/90	1A
Henney, R.L.	<i>Basic Education, Bk 1</i>	Follett	11/27/90	1A
1991				
Clark, Arlene	<i>Spelling Makes Sense</i>		1/17/91	1A
Dolch, Edward et al.	<i>Robinson Crusoe</i>	Garrard	1/23/91	RFP
Dolch, Edward et al.	<i>Stories from India</i>	Garrard	2/13/91	RFP
Dolch, Edward et al.	<i>Stories from Canada</i>	Garrard	2/13/91	RFP
Frommer, S.H.	<i>Help Me!</i>		2/13/91	RFP
MacDonald First Library	<i>Roads & Highways</i>	MacDonald Educational	3/06/91	RFP
MacDonald First Library	<i>The Universe</i>	MacDonald Educational	3/06/91	RFP
MacDonald First Library	<i>Weather</i>	MacDonald Educational	3/06/91	RFP
Moore, G.N.	<i>Spellex Word Finder</i>		3/06/91	1A
Reader's Digest	<i>New Reader Skill Builder 2</i>	Reader's Digest Services	8/08/91	RFP
Rice, Gail	<i>Focus on Phonics 2b</i>	New Readers Press	8/08/91	1A
Rice, Gail	<i>Focus on Phonics 2b, TE</i>	New Readers Press	8/08/91	1A
Rice, Gail	<i>Focus on Phonics 3, TE</i>	New Readers Press	8/08/91	1A
Rice, Gail	<i>Focus on Phonics 4, TE</i>	New Readers Press	8/08/91	1A
Woodruff & Moore	<i>Lessons in Writing Sentences</i>	Curriculum Associates	8/08/91	1A

A p p e n d i x D

**Letters & Reports from Rambai Keruwa,
Director of the KNFEA**

28/2/94

Dear Dennis & Susan,

We warmly greet you from the village in His wonderful Name Jesus i Bikpeia bilong yumi. These past two months have been quite busy weeks and it has taken me such a long time to write to you. Mi tok bikpeia soni tru long dispela esen. Well, from the first week of January till the 4th of this month (February) we have conducted our periodic 1st grade teacher training course in Nageri. I took a total of ten people in that course. Five of these are from upper Nageri, 4 from lower and one from upper Negeri. And from the 14th to 25th we are having local teacher training. About 8 people are being trained. In this way the program is expanding and we cannot open up more new prep classes to every request and the demand the communities making direct reference to the KIVFEH committee is still quite high. I have requested the grant office Ukarumpa to finance 70% for more kaugel reading series to be printed. This time we need to have books from 6-12 and may be next time books from 13-17. What I have begun to do from this year onward to each prep class is to provide permanent materials like kaugel reading series, lap size chalk boards. Other items such as umbungu ABC book, syllable books and pre-reading stuff. We have to produce a large number of copies by using silk screen printer. I am so glad that you helped us to get these started and we are now able to produce extra as the number of new classes are opened up in the area. I am also providing simple Bible story booklets to each teacher to use the first thing each morning. In fact, during our periodic teacher training period it was emphasized that every Torpiles prep class ought to begin a day with proper Bible story lessons and prayer. I hope that some of the costs would be shared by the communities through their school fee. The knfee in its meeting early this month marked K5 per child and that each committee member will go around each prep class to collect fee and bring it to me. (hope it'll work)

Most of our children returned to schools and we find a lot of unfinished things need to give our first attention. Jerry is back in the village again this year with us. He has just began to do a couple of subjects through CODE. Ludi and Judi hopefully will finish their grade 10 this year. Rendi and Nensi are doing grades 4/5 while Sendi is in the village working hard in our gardens, but she hopes to begin her prep class at Purare next year.

While the young are coming up to take their place in the village society the older people are passing away. Many of our old men and women are passing away. Amongst these Ialipu Enike's father died on the 4th of February. Few others have died lately.

Some while they are dying leaving good testimony but others in greet again, still and telling their living relatives that the heaven and hell are real.

Extra events coming up during this year are that, I will be attending a 3rd meeting and BTM board meeting both in Morobe. Finally, we have decided to have a hand in conducting a celebration for the 25th anniversary of the 1969 New Britain independence to be held in the KIVFEH headquarters. The young officers will be there to mark the day over and I should go there.

Please pray for the following matters. Nensi is an ill young health problem. She visited a doctor in Huda a two times this

money to meet our growing demand in the program so pray with us that God will help our teachers to work faithful and accept the little we give.

The NLA Council meeting is scheduled early in March (8-10th). I am sure there are so much to talk about and I am looking forward to attend. Tiny Ray is Acting Director now while Willie Johndo is on study program overseas.

Kinie na ungu nambu pora sikuru. Elte kongodo putuma tekembele. Oiro takitaki eltene nokokombeke aku papu tekembele. Elte Lapa Gotene nokopa molopili. Eltenga hrenga topa mindi molkomolo. Elte molaileyo.

Nane imbi tonjikiru.

Rambai keruwa

R. Keruwa

KAUGEL LITERACY PROGRAM UP-DATE APRIL 1994.

We seem to begin this year by rushing around trying to get things in line but praise the Lord for with His strength we have been able to begin well. And trust that with Him guiding us day by day through this year we hope to accomplish what we intend to do in the year.

The Kaugel Literacy programme is increasingly adding on new teachers as the classes expanding to newer communities each year.

We have opened up four new classes this year. This brings a total of 14 Tokples prep classes and 3 Adult learning centres opened up this year. This brings a quite high enrolment figure for the year, 60 adult learners and 452 children attending classes.

Two Teacher Training Courses.

Kaugel Literacy Program involved in two Tokples Teacher Training courses this year. The Provincial Teacher training session began at the provincial centre Mt. Hagen where Kaugel participants took part in as trainer and the trainees. Six people were trained among other trainees from 9 different language groups took part. This teacher training and part material production session took four weeks. (4th January-10th Feb.) The course was sponsored by the provincial education department.

The second series of training conducted by Kaugel NFEA was the one ran locally. In this course five young people were trained. We now have 14 people teaching, 2 bakery workers and 1 programme supervisor with a part time production person in the programme.

Local Interest and Supports.

The interest shown by the surrounding communities is quite high. This is seen expressed by their committee members who represents them on the KNEFEA committee meetings. We also acknowledge the local people provide the 95% of the classrooms. The parents of those who attend these classes are gradually meeting the school fee set up by the committee.

Materials:

We have given the above schools the training needed and the communities provided buildings and meet part of the running costs. But we have not adequately provided teachers with the necessary materials to work with or use them. These items such as: computer used papers, crayons, pencils, exercise books, chalk, dusters drawing papers, duplicating ink and papers, etc.

Regional Representative in the BTAC.

As the Regional Rep. for the Highlands nationally run Literacy programmes, I have not visited any program at all so far in the region this year. The reasons for this are many and I won't include in this report but I hope to get around to some programmes this year. During our provincial teacher training session two of the BTAC Literacy teams in Jimi district of the WHP, sent 2 people to get the teachers training course and hope that they are teaching in their programmes.

A p p e n d i x E

"REAL WORLD" MATERIALS

(Armstrong & Hunt, 1982, pp. 9-10)

Photocopy

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A p p e n d i x F

Interview with Bob Trinkle,

Former Director of the Monroe County Public Library

Thursday, June 16, 1994

Cathy Rogers contacted Bob by phone and explained my desire to speak with him about his involvement in the VITAL program's development in relationship with the Monroe County Public Library (MCPL). I subsequently called him at home and arranged to meet with him at the VITAL offices at 10:30 Thursday morning, June 16th.

I began the interview with a brief overview of my background as a literacy worker in Papua New Guinea, explaining that the approach used there was "community-based" and that the national library system was interested in becoming a part of adult literacy service throughout the country. I explained that Dr. Anabel Newman, one of the professors in my doctoral program in language education, suggested that I investigate the VITAL program and talk to Cathy Rogers. Cathy subsequently suggested that I talk to Bob as, in her opinion, he was instrumental in the development of the VITAL program as part of the MCPL community outreach .

I asked Bob the following questions which I had prepared ahead of time on the basis of conversations with Anabel and Cathy, and of my reading of a draft of a Ph.D. dissertation by Jean Coleman. [The interview was not tape recorded. The following is my recollection of Bob's responses to my questions, with the help of notes that I had taken..]

1. *Why was an adult literacy program considered a community need? Whose idea was VITAL and how did the Monroe County Public Library (MCPL) become involved?*

Bob and the MCPL Assistant Director, Sally Hunt, were concerned about adults in Monroe County who were functionally illiterate and/or educationally handicapped and could not, therefore, make use of the library resources. They had estimated that somewhere from 10-15% of the MC adult population was functionally illiterate. Their estimate met disbelief in parts of the community that felt Bloomington was not as affected by such national trends [*probably because of the presence of Indiana University*]. Subsequently, a national report of the U.S. Health, Education and Welfare Department in the late 1970s placed the estimate of functionally illiterate adults around 20% (a figure Bob and Sally now considers to have been accurate for MC as well).

According to Bob, the VITAL program is an offspring of a previous program of adult literacy called New Readers, an independent organization, possibly tied to the United Way. The catalyst and leader of the New Readers program moved out of the area and when the MCPL directors inquired how they might support the New Readers program, the person[s?] left with responsibility for the program responded, in effect, "Here take it—materials, funds, everything! You do it!" The funds amounted to only \$200—300. At the time, the MCPL had a fund of \$20,000 set aside for special projects which was used as a necessary supplement to the New Readers' funds in order to set up the VITAL program. Sally Hunt, the library staff member who became directly involved in the details of implementing the program, secured the part-time services of Audrey Kurman Armstrong as VITAL Director. Bob, as Director, represented the needs of the program to the community, which led to the next question.

2. *How was the local and state community involved in the program and which sectors do you feel were most important to the success of the program?*

Regarding his role of representing MCPL needs and opportunities to the community, Bob related a speaking occasion he had in the late 1970s with the local Rotary Club, of which he was a member. He stated that he was not appealing for financial support, only making known what he considered a definite need for an adult literacy program for MC. A leading community businessman strongly opposed Bob's viewpoint, accusing him of using inflated and self-serving statistics to alarm the public about a non-existent problem. An IU professor in attendance then interjected that he knew many students were entering IU with barely minimal literacy skills and was thus inclined to accept Bob's estimate. That seemed to swing support toward the VITAL project.

Similarly, when submitting a grant proposal under the Library Service and Construction Act (LSCA), Bob ran into opposition from a state legislator who considered the plan to be duplicating the state education system's Adult Basic Education (ABE) program. Other librarians from around the state also objected to what they felt was not a legitimate public library function. Bob related an anecdote regarding an Indianapolis Public Library director—and a personal friend—who, initially, did not see the value of a program such as VITAL as a function of the library. But when the local independent television channel ran a special report on the MCPL's VITAL program in Bloomington, his IPL branch was inundated with telephone calls from adults in the Indianapolis area inquiring about the availability of a similar service in their community. He telephoned Bob: "What the hell's going on here?" Apparently, what was going on there was unsolicited empirical evidence for the need of such a program in that urban community,

Bob also indicated that the MC Superintendent of Education became a very strong supporter of the VITAL program in the community. Bob attributes this key person's advocacy to the fact that Bob always portrayed the VITAL program as opportunity for a community service to meet adult literacy needs, and never implying that the situation was the result of a failure of the public education system. Thus, the public library system and the education system could continue to see each other as mutually supportive.

3. *How was the program funded in the initial stages?*

Although Bob did not trust his memory of the details of funding proposals, he did recall that the initial proposal to the Indiana State Library [re. LSCA funds] was approved with the stipulation that MCPL seek local community support for the program before the grant funds ran out after four years [1979-1982]. This was attempted, but unsuccessfully, so that when the grant funding ceased, financial constraints required the full-time VITAL Director to return to a part-time—20 hours per week—status, and the program had to "hang by our fingernails" until more funding was secured later through a special [local, state?] tax levy which provided the MCPL with from \$1—1.25 million [per year?].

4. *What was the role of Indiana University in VITAL's development, especially Dr. Newman's role?*

Both Bob and Sally Hunt are graduates of the School of Library Science at IU, and Bob considers the relationship between the MCPL and IU libraries to be mutually

beneficial, the latter serving the specific research needs of the academic community and the former serving the more general literature needs of the wider community.

Bob considers Dr. Newman's involvement in the VITAL program as critical, probably decisive. "Without her involvement, I don't know if the program would have gotten off the ground." She worked very closely with Sally Hunt and Audrey Kurman Armstrong. The LIT-TV video program she developed with Michael Parer, then a doctoral student in her department, has been incorporated into the VITAL training package.

5. *How were the literacy materials decided upon and how purchased?*

Bob indicated here that he took no direct role in the selection of library materials in general. Other library staff supervise the selection and ordering of materials and equipment freeing the Director to concentrate his/her energy and abilities in securing the necessary funds. Also, by not having direct responsibility for the selection of library materials, the Director is better prepared to deal with the inevitable censorship issues that arise. Therefore, the selection and purchase of adult literacy materials have been the responsibility of the MCPL Assistant Director in consultation with the VITAL Director.

6. *In the relationship between the MCPL and the VITAL program, how does the former benefit?*

I prefaced this question by stating that the benefits of the relationship of MCPL to the VITAL program are quite apparent: ideal location, vast selection of materials,

staff, salaries, training facilities, and so forth. What I did not feel was quite as obvious is the benefit of the VITAL program to the MCPL.

Bob replied that the primary benefit, in his view, is in public relations. The VITAL program has attracted state and national attention and, thus, the MCPL has gained recognition as an innovative and effective community service which, in turn, enhances the public support which is vital to any community library.

In closing, Bob indicated that he felt the success of the program is a result of the relative autonomy that tutor and learner are given. Adult learners, many of whom still feel the stigma of their functional illiteracy, apparently appreciate the anonymity of their participation in the program as a whole. They are known to their tutor and to Cathy Rogers, and then only to those to whom they reveal themselves. Bob himself related that the only knowledge he ever had of library patrons who were part of the VITAL program were those who came to his office to thank him for being part of their learning. I concurred with Bob. After six weeks of 3-4 times weekly visits, I could not recognize a single adult learner in the VITAL program, and that in spite of the fact that dozens come and go each week.

A p p e n d i x G

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